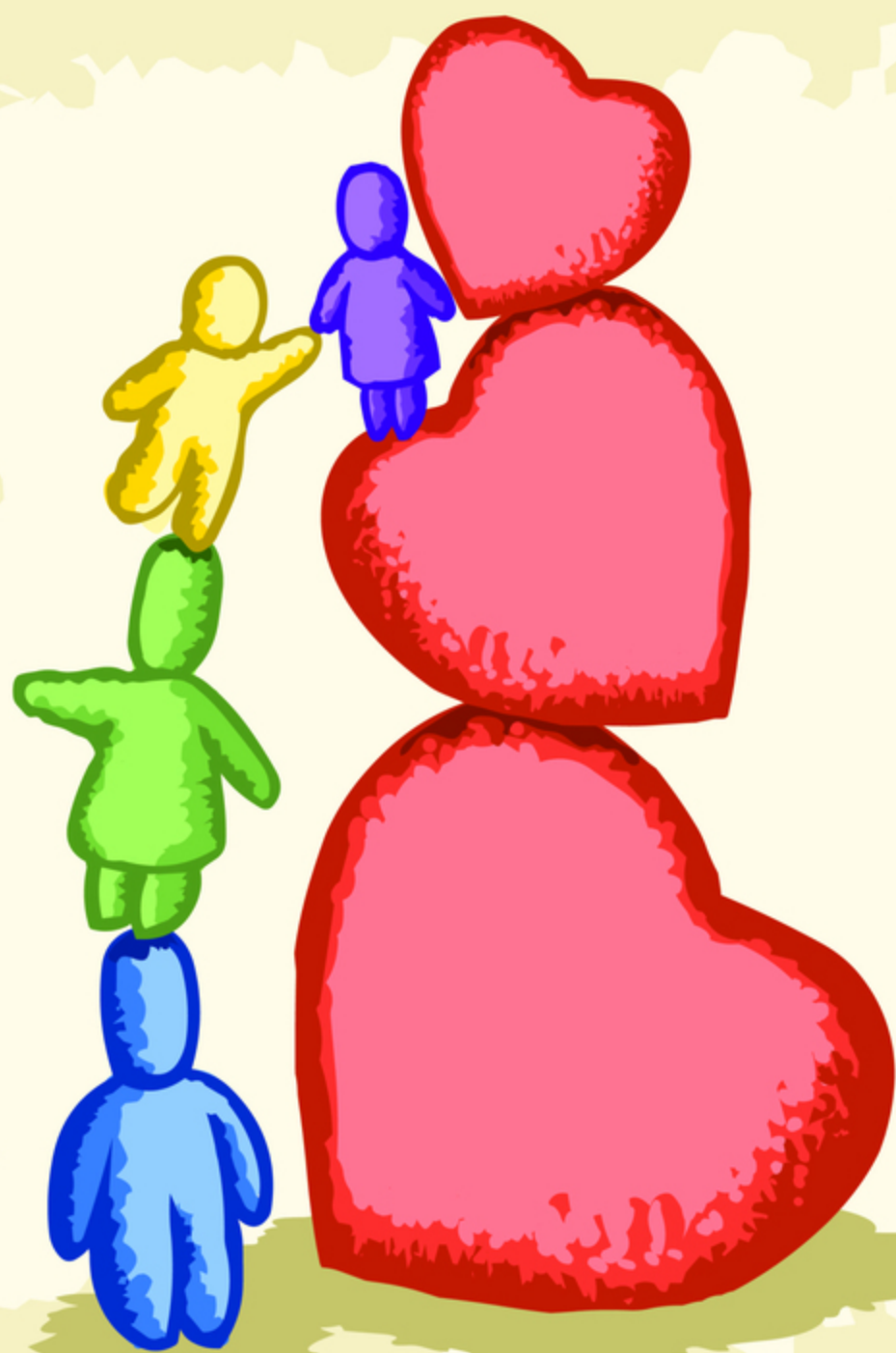


PENNY MCFARLANE



Creative Drama for Emotional Support

Activities and Exercises for Use in the Classroom

‘An invaluable resource for all practitioners in schools who support the social and emotional development of children and young people. The wide range of issues and accompanying activities are presented in an informative and clear structure with guidance on potential safeguarding and child protection issues to help ensure “safe” practice. An absolute must for all those who deal with “challenging” behaviour in our mainstream schools; the book you have all been waiting for!’

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CREATIVE DRAMA FOR EMOTIONAL SUPPORT

Activities and Exercises for Use in the Classroom

Penny McFarlane

Foreword by Sylvia Wheadon



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feelings in his head as blue. This child had retreated so far into himself to avoid the damaging outside world that he was no longer able to 'feel' anything very much at all. In these instances carefully measured work needs to be done to encourage the child to get back in touch with his feelings, but this is work for the qualified therapist and should not be attempted without adequate training.

Another potentially referable situation is when, during an angry episode, a child's temperature rises to the extent that he sweats profusely. If this occurs repeatedly it may be evidence of a psychotic aspect underlying the anger and should be referred to the appropriate professional (see 'Severe case scenarios', pp.26–27).

Activities

MR. ANGRY MAN

Resources

Paper
Pencils, coloured pens

Application

This can be done with a small group but is more effective if used with an individual child. It is also applicable to other feelings such as anxiety, fear, panic, jealousy, etc. It is not suitable for a child who is in the throes of a tantrum but could be used with children who suffer from repeated angry episodes, when they are in a calm state of mind and able to reason.

Objectives

The aim of this exercise is to enable the child to feel in control of his 'big feelings' by externalizing them. That is to say that by personifying them, or making them into another person, the child can view them (or it) objectively and not become subjectively overwhelmed.

Exercise

- Tell the child that you understand how he feels. Say that it's like there is a Mr. Angry Man who has a habit of sneaking up and taking over almost without him realizing what is happening.
- Ask him if he would like to draw this Mr. Angry Man.

- When Mr. Angry Man has been drawn a dialogue can be instigated in which the child can tell Mr. Angry Man how fed up he is with him sneaking up and that he wants him to go away, etc.
- If applicable, a role-play exercise can be used in which the child rehearses a situation where Mr. Angry Man might sneak up. The drawing can then be used for the child to face Mr. Angry Man and tell him to 'go away'.
- Additionally, the process can be turned into a kind of game in which the child has to see if he can outwit Mr. Angry Man and banish him before he takes over.
- To help with this some breathing techniques can be used the minute the child feels Mr. Angry Man is about to pounce (see 'The Saucepan', pp.52-54 and 'Breathing techniques', pp.145-148).

THE VOLCANO



Resources

Lengths of coloured material
Cushions
A3 card
Coloured pens
Sticky paper

Application

This is useful as an energy releasing exercise but must be performed in an environment that is safe and free from sharp objects, for example, cornered tables, in case the child throws himself around excessively.